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ABSTRACT

The report summarizes the preliminary findings from the Institutional Self-Study Follow-Up Survey of the faculty, administrators, staff, and students at South Texas Community College (STCC). The follow-up study was intended to address areas that were found to be of sufficient concern in the committee reports of the original Self-Study Survey as to warrant recommendations in the Institutional Self-Study. In the original Self-Study Survey, administered in fall 1998, 59 percent of the faculty respondents answered positively to the question regarding the adequacy of the on-line catalogue at the Learning Resource Center. In the Self-Study Follow-Up Survey, administered in spring 2000, the figure rose to 82 percent. Findings for administrator respondents indicated an improvement in the proportion reporting an understanding of the duties of the president and other administrators since the original survey. Findings for staff showed an improvement in satisfaction with training in the use of computer software (58 percent to 72 percent). Students continue to be well satisfied with most areas receiving recommendations in STCC's Institutional Self-Study. Over 80% of the student cohort in both the original and the follow-up survey responded that STCC adequately defines what is meant by a major or an area of concentration. (JA)

Institutional Self-Study Follow-Up Survey

Preliminary Results for Faculty, Administrators, Staff & Students

as Compared with Fall 1998 Self-Study Survey Results

Spring 2000

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Executive Summary

This is a preliminary report of results, prepared with a majority of the faculty, staff and administrator survey instruments having been returned. A few more are expected to be returned, and those that are will be reflected in the final report. About 40 percent of the student responses to the Self-Study Follow-Up Survey have been received at this time, and this report reflects these preliminary returns. Although the final report will be inclusive of all respondents, there is no reason to suppose that the current respondents are unrepresentative of the entire group of potential respondents.

Rather than repeat the entire original Self-Study Survey - which ran to over 300 items -, the Follow-Up Survey included items addressing only the SACS "must" statements with which STCC was found to be in non-compliance in the course of the Institutional Self-Study. Each group of respondents (faculty, staff, administrators, and students) was provided a machine-readable instrument customized to its own areas of interest or knowledge. This made it possible not only to greatly shorten the questionnaire itself, but also this format facilitated the collection of data just prior to the SACS Reaffirmation Team Visit in March .

It is notable, in light of the fact that only areas of non-compliance were addressed on this instrument, that responses are generally positive across all groups. Some of the particular highlights include:

- Increases in the number of full-time faculty have addressed areas of concern about teaching, advising and faculty assignments
- Improved understanding of administrative and executive functions and the institution's organizational structure
- Improved utilization of results of Institutional Effectiveness (IE) work to make improvements
- Improved participation in IE
- Greater satisfaction with training for use of computer software

Methodology

The original self-study survey consisted of over 300 individual items. It was designed to obtain baseline information about all of the "Must" and "Should" statements in the SACS Criteria. The information obtained was provided to each of the committees and subcommittees in support of their work of self-assessment of STCC's compliance with criteria.

This follow-up study was intended to address areas that were found to be of sufficient concern in the committee reports as to warrant Recommendations in the Institutional Self-Study. In the opinion of the Self-Study Executive Committee and the Self-Study Director, the best use of the follow-up survey was to ask the STCC community to review items of concern rather than all possible items from the original survey. A deliberate decision was also made to execute the follow-up survey at the beginning of the Spring 2000 semester as a way of testing satisfaction with changes made after many of the Recommendations have been addressed. This timing also allows the information provided to the Site Visit Team members to be current as possible.

To facilitate comparability of results, the original survey items were used whenever possible. In a few instances, new items were written that more clearly matched the Recommendations received as a result of the Self-Study process than did the originals. Since the new items differed from the original items, only trends in the interpretation of the items are reported rather than a numerical comparison.

Using the much shorter survey instrument and machine scoring for most of the responses permitted this short timeline for completion and reporting on the responses. All administrators at the College were asked to complete the Follow-Up Survey, as were all members of the STCC staff. Seventy-eight percent of administrators and about 53 percent of the staff have responded as of the preparation of the preliminary report. A representative sample of 1000 students were also asked for responses as supplemental items to the ACT Student Opinion Survey and approximately 400 student responses are included in this preliminary report.

The Self-Study Follow-Up Survey was distributed during the daylong full-time faculty professional development and adjunct faculty professional development events at the beginning of the Spring 2000 semester with the intention of obtaining a population sample. Although all faculty were expected to attend, only about 29% of the full-time faculty returned their surveys (85 of 289), while nearly

50% of adjuncts responded (57 of 115). The combined response rate was just over 35%. While the full-time faculty responses represent a smaller than hoped for proportion of the entire population, the total number of respondents and proportion they form of the entire faculty are similar to that for the original self-study survey.

However, a larger proportion of adjunct faculty members responded to the follow-up survey than to the original survey. To test whether adjunct faculty were overall more positive toward the College than full-time faculty and thus their responses skewed the survey results through their greater response rate, responses of regular full-time faculty, temporary full-time faculty, and adjunct faculty were tested for significant differences. On items where significant differences were found, inspection of results revealed that a disproportionate number of adjunct faculty had selected responses of "neutral" or "not applicable" in many instances. However, there were also items on which significantly different response patterns appear to be meaningful. These are noted in the tables that follow.

Faculty Results

Summary of Findings for Faculty

Generally, faculty as a whole were more positive in their responses to the areas receiving Recommendations than they were in Fall 1998. Since the Recommendations were developed in Spring 1999 as a result of determinations of non-compliance with SACs standards and efforts to address concerns generally followed, it is notable that so much positive change had occurred by early Spring 2000.

Some differences in perceptions among full-time regular faculty, full-time temporary faculty, and adjunct faculty are found and there are a few items on which their difference in proportion of positive responses is significant. These are noted in the tables that follow.

Highlights of Preliminary Findings from Faculty Responses

- The number and percentage of faculty reporting use of results of IE planning for improvement increased dramatically
- Faculty through their replies indicated that the major asadequately defined has improved
- A substantially smaller proportion of faculty respondents report a grading policy different from that of the College
- Faculty report being more positive about the adequacy of numbers of full-time faculty
- Faculty are more positive about safeguards for academic freedom
- Faculty are more satisfied with their assignments
- Faculty are generally more pleased with the LRC, with the exceptions of facilities and overall service
- Understanding of STCC's organization, duties of President and of administrators have clearly improved

Section 4.2: Undergraduate Programs - Preliminary Faculty Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
4.2.2-1	Item 53	How adequately does STCC define what is meant by a major or an area of concentration?*	79	87%	12	13%	43	69%	19	31%

* There are significant differences among the responses of full-time regular, full-time temporary, and adjunct faculty (.05) on each of these items on the Follow-Up Survey.

** Any item in which the respondent choose with an answer to the stem with a choice of Very Satisfied/Totally Adequate or Satisfied/Adequate would be considered a positive response by the respondent to the item. Conversely, any item in which the respondent choose with an answer to the stem with a choice of Very Unsatisfied/Totally Inadequate or Unsatisfied/Inadequate would be considered a negative response by the respondent to the item.

Section 4.8: Faculty - Preliminary Faculty Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
4.8.3-1	Item 106	To provide effective advising, the number of full-time faculty members is [totally adequate to totally inadequate]	51	60%	34	40%	14	21%	52	79%
4.8.3-1	Item 107	To provide effective teaching, the number of full-time faculty members is [totally adequate to totally inadequate]	61	66%	32	34%	21	27%	57	73%
4.8.3-1	Item 109	Do you feel your department relies too heavily on part-time faculty? *	25	22%	89	78%	46%	51%	45	49%
4.8.6-1	Item 123	For the protection of academic freedom, the safeguards in STCC's procedures for termination of faculty and non-renewal of faculty contracts are [totally adequate to totally inadequate]*	45	55%	37	45%	21	32%	45	68%
4.8.8-1	Item 126	How much of the responsibility for the quality of the educational program resides with the faculty?	115	96%	5	4%	80	96%	3	4%

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
4.8.9-1	Item 127	To support STCC's purpose, the size of the faculty is [totally adequate to totally inadequate]*	64	66%	33	34%	10	14%	62	86%
4.8.9-2	Item 135	Committee membership responsibilities*	84	82%	18	18%	54	68%	25	32%
4.8.9-2	Item 137	Academic advising assignment	78	74%	28	26%	40	48%	43	52%
4.8.9-2	Item 139	Classroom instruction assignment	115	91%	11	9%	69	76%	22	24%

* There are significant differences among the responses of full-time regular, full-time temporary, and adjunct faculty (.05) on each of these items on the Follow-Up Survey.

Section 5.1: Learning Resource Center - Preliminary Faculty Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
5.1.1.1-1	Item 167	How satisfied are you with the service and cooperation your program/ department receives from the LRC?	63	84%	12	16%	46	87%	7	13%
5.1.1.1-1	Item 219	Variety of facilities at STCC is [totally adequate to totally inadequate]*	75	72%	29	28%	32	46%	38	54%
5.1.1.2-2	Item 157	Circulation desk service is [totally adequate to totally inadequate]*	69	91%	7	9%	42	76%	13	24%
5.1.2.2-2	Item 159	Reference desk service is [totally adequate to totally inadequate]	59	87%	9	13%	37	65%	20	35%
5.1.2.2-2	Item 163	On-line catalog is [totally adequate to totally inadequate]	45	82%	10	19%	33	59%	23	41%
5.1.2.3	Item 177	For making its collection easily available the library's physical facility is [totally adequate to totally inadequate]	41	64%	23	36%	36	68%	17	32%

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey Spring 2000				Original Self-Study Survey Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
5.1.3-2	Item 223	Variety of instructional support services is [totally adequate to totally inadequate]	72	72%	28	28%	31	49%	32	51%
		To provide coverage of all topics required by STCC instructional programs, the								
5.1.3-2	Item 192	Variety of magazines and journals is [totally adequate to totally inadequate]*	33	45%	40	55%	18	30%	43	70%
5.1.3-2	Item 191	Variety of books is [totally adequate to totally inadequate]*	29	39%	46	61%	17	33%	34	67%

** There are significant differences among the responses of full-time regular, full-time temporary, and adjunct faculty (.05) on each of these items on the Follow-Up Survey.*

Section 5.3: Information Technology - Preliminary Faculty Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
5.3-1	Item 244	The training opportunities available to you for standard software applications are [totally satisfactory to totally unsatisfactory].	71	73%	26	27%	41	63%	24	37%
5.3-3	Item 245	Have you ever been asked to sign a statement affirming your responsibility for maintaining the confidentiality of student or other information accessed through the College computer system?	55	51%	53	49%	49	59%	34	41%

Section 6.14: Organization and Administration - Preliminary Faculty Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
6.1/6.1.4	Item 294	How adequately does STCC's administrative organization reflect the philosophy and purpose of the institution?*	74	76%	24	24%	30	53%	27	47%
6.1/6.1.4	Item 293	How adequately do you understand the duties of the President of STCC?	66	70%	28	30%	34	55%	28	45%
6.1/6.1.4	Item 249	How adequately do you understand the duties of the administrative officials that report directly to the President?	49	56%	39	44%	21	34%	41	66%

* There are significant differences among the responses of full-time regular, full-time temporary, and adjunct faculty (.05) on this item in the Follow-Up Survey.

Administrators

Summary of Findings for Administrators

Because the total number of administrators is modest, apparent large changes in percentages reported often reflect rather small differences in actual numbers of responses. Nevertheless, administrator satisfaction and improved understanding in several areas are notable.

Highlights of Preliminary Findings from Administrators' Responses

- High levels of awareness of Institutional Effectiveness
- Marked increase in satisfaction with the number of full-time faculty to carry out teaching and student advising
- Improvement in proportion reporting understanding the duties of the President and other administrators

Section 4.8: Faculty - Preliminary Administrator Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey		Original Self-Study Survey	
			Spring 2000		Fall 1998	
			Positive Responses	Negative Responses	Positive Responses	Negative Responses
4.8.3-1	Item 106	To provide effective advising, the number of full-time faculty members is [totally adequate to totally inadequate]	14 82%	3 18%	7 58%	5 42%
4.8.3-1	Item 107	To provide effective teaching, the number of full-time faculty members is [totally adequate to totally inadequate]	15 88%	2 12%	5 42%	7 58%
4.8.6-1	Item 123	For the protection of academic freedom, the safeguards in STCC's procedures for termination of faculty and non-renewal of faculty contracts are [totally adequate to totally inadequate]	14 100%	0 0%	13 93%	1 7%
4.8.8-1	Item 126	How much of the responsibility for the quality of the educational program resides with the faculty?	18 100%	0 0%	17 100%	0 0%
4.8.9-1	Item 127	To support STCC's purpose, the size of the faculty is [totally adequate to totally inadequate]	14 82%	3 18%	3 20%	12 80%

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Section 5.1: Learning Resource Center - Preliminary Administrator Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses		Negative Responses		Positive Responses		Negative Responses	
			#	%	#	%	#	%	#	%
		To provide coverage of all topics required by STCC instructional programs, the								
5.1.3-1	Item 192	Variety of magazines and journals is [totally adequate to totally inadequate]	4	67%	2	33%	6	55%	5	45%
5.1.3-1	Item 191	Variety of books is [totally adequate to totally inadequate]	3	50%	3	50%	4	44%	5	56%
5.1.3-1	Item 179	For providing timely access to materials from other libraries, the interlibrary loan service provided by STCC's library is [totally adequate to totally inadequate]	6	100%	0	0%	9	90%	1	10%
5.1.3-1	Item 167	How satisfied are you with the service and cooperation your program/ department receives from the LRC?	12	92%	1	8%	10	91%	1	9%

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Section 5.3: Information Technology - Preliminary Administrator Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
5.3-1	Item 244	The training opportunities available to you for standard software applications are [totally satisfactory to totally unsatisfactory].	11	85%	2	15%	7	54%	6	46%
5.3-3	Item 245	Have you ever been asked to sign a statement affirming your responsibility for maintaining the confidentiality of student or other information accessed through the College computer system?	21	96%	1	4%	14	93%	1	7%

Section 6.14: Organization and Administration - Preliminary Administrator Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000		Fall 1998					
			Positive Responses #	Negative Responses #	Positive Responses #	Negative Responses #	Positive Responses #	Negative Responses #	Positive Responses #	Negative Responses #
6.1/6.1.4	Item 294	How adequately does STCC's administrative organization reflect the philosophy and purpose of the institution?	20	91%	2	9%	13	87%	2	13%
6.1/6.1.4	Item 293	How adequately do you understand the duties of the President of STCC?	22	100%	0	0%	10	71%	4	28%
6.1/6.1.4	Item 249	How adequately do you understand the duties of the administrative officials that report directly to the President?	21	100%	0	0%	11	85%	2	15%

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Staff

Summary of Findings for Staff

Highlights of Preliminary Findings from Staff Responses

- Improvement in proportion of staff reporting that results of IE planning are used to improve quality
- Improvement in satisfaction with training for use of computer software
- Notable increase in the proportion of staff reporting understanding the duties of administrators

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Section 5.1: Learning Resources Center - Preliminary Staff Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	Positive Responses %	Negative Responses #	Negative Responses %	Positive Responses #	Positive Responses %	Negative Responses #	Negative Responses %
5.1.3-1	Item 179	For providing timely access to materials from other libraries, the interlibrary loan service provided by STCC's library is [totally adequate to totally inadequate]	36	95%	2	5%	34	92%	3	8%
5.1.3-1	Item 167	How satisfied are you with the service and cooperation your program/department receives from the LRC?	56	97%	2	3%	50	94%	3	6%

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Section 5.3: Information Technology - Preliminary Staff Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
5.3-1	Item 244	The training opportunities available to you for standard software applications are [totally satisfactory to totally unsatisfactory].	59	72%	23	28%	40	58%	29	42%
5.3-3	Item 245	Have you ever been asked to sign a statement affirming your responsibility for maintaining the confidentiality of student or other information accessed through the College computer system?	81	62%	49	38%	57	61%	37	39%

Section 6.14: Organization and Administration - Preliminary Staff Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	%	Negative Responses #	%	Positive Responses #	%	Negative Responses #	%
6.1/6.1.4	Item 294	How adequately does STCC's administrative organization reflect the philosophy and purpose of the institution?	91	89%	11	11%	49	83%	10	17%
6.1/6.1.4	Item 293	How adequately do you understand the duties of the President of STCC?	86	83%	17	17%	54	76%	17	24%
6.1/6.1.4	Item 249	How adequately do you understand the duties of the administrative officials that report directly to the President?	87	84%	16	16%	36	56%	28	44%

Students

Summary of Findings for Students

Students continue to be well-satisfied with most areas receiving Recommendations in STCC's Institutional Self-Study. Although major construction or remodeling was occurring in the libraries during the period during which this survey was administered, it is remarkable that the level of disruption did not strongly affect their findings, as viewed in this preliminary report.

Section 4.2: Undergraduate Programs - Preliminary Student Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey		Original Self-Study Survey	
			Spring 2000		Fall 1998	
			Positive Responses #	Negative Responses #	Positive Responses #	Negative Responses #
4.2.2-1	Item 53	How adequately does STCC define what is meant by a major or an area of concentration?	202	28	331	70
			88%	12%	83%	17%

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Section 5.1: Learning Resources Center - Preliminary Student Results

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey				Original Self-Study Survey			
			Spring 2000				Fall 1998			
			Positive Responses #	Positive Responses %	Negative Responses #	Negative Responses %	Positive Responses #	Positive Responses %	Negative Responses #	Negative Responses %
5.1.1.1-2			Circulation desk service is [totally adequate to totally inadequate]							
5.1.2-2	Item 158		161	89%	20	11%	368	89%	45	11%
5.1.2-2	Item 160		170	91%	17	9%	363	88%	49	12%
5.1.2-2	Item 164		155	91%	15	9%	339	91%	32	9%
5.1.2-3	Item 177		161	88%	22	12%	333	90%	38	10%
5.1.3-1	Item 179		125	87%	19	13%	271	89%	33	11%
5.1.3-1	Item 182		152	80%	39	20%	303	73%	111	27%

SACS Criterion	Question Number	Item	Self-Study Follow-Up Survey	Original Self-Study Survey
			Spring 2000	Fall 1998
			Positive Responses # %	Positive Responses # %
			Negative Responses # %	Negative Responses # %
5.1.3-1	Item 156	The instruction/information received at the STCC Library about the availability and use of information resources was [totally adequate to totally inadequate]	139 84% 26 16%	270 78% 78 22%
5.1.3-1	Item 151	The library's video and audiovisual collection is [totally adequate to totally inadequate]	115 78% 33 22%	210 79% 57 21%
5.1.3-2	Item 192	The library's variety of magazines and journals is [totally adequate to totally inadequate]	153 82% 33 18%	275 79% 74 21%
5.1.3-2	Item 191	The library's variety of books is [totally adequate to totally inadequate]	158 79% 42 21%	262 76% 83 24%
5.1.3-2	Item 190	The library's collection of professional and scholarly journals is [totally adequate to totally inadequate]	138 85% 24 15%	233 80% 58 20%



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